

Standard USHC-7: The student will demonstrate an understanding of the economic boom-and-bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response.

USHC-7.2 Explain cultural responses to the period of economic boom-and-bust, including the Harlem Renaissance; new trends in literature, music, and art; and the effects of radio and movies. (H, E)

Taxonomy Level: 2.2 B Understanding/ Comprehension

Previous/future knowledge:

In the 5th grade students were introduced to changes in daily life in the 1920s, including ...the radio, and movies; the Harlem Renaissance and the Great Migration; Prohibition; and racial and ethnic conflict (5-4.1).

In the 8th grade students explained the causes and the effects of changes in South Carolina culture during the 1920s, including Prohibition, the boll weevil, the rise of mass media, increases in tourism and recreation, the revival of the Ku Klux Klan, and the Southern Literary Renaissance (8-6.4).

It is essential for students to know

The migration of African Americans to segregated neighborhoods in the cities of the north and Midwest brought about a cultural renaissance. The **Harlem Renaissance** brought recognition and pride to black artists, particularly musicians, but further pointed out their second class citizenship. Students should have a good understanding of how movement to cities and concentrations of groups helped to lead to a renaissance from their understanding of the European Renaissance in 7th grade and their study of the Southern Literary Renaissance in the 8th grade. Writers of the Harlem Renaissance [such as James Weldon Johnson and Langston Hughes], celebrated ties to African cultural traditions and black pride and questioned the position of African Americans in American life.

Literature of the 1920s reflected a rejection of the idealism of the World War I era and the narrow-mindedness and shallowness of life in America as well as a questioning of the materialism of the 1920s. The expatriate authors of the Lost Generation called American cultural values into question. Students should know the work of Ernest Hemingway, H.L. Mencken, and F. Scott Fitzgerald.

Art of the period also reflected the conflict between tradition and the modern world, challenging the dominant realist tradition and pioneering in expressionist art forms. Students should know the work of Georgia O'Keeffe.

Students should understand that the **radio** helped to spread appreciation for **new trends in music** such as jazz to white audiences and promoted a shared national culture. The **movies** portrayed materialism and racist themes as seen in the popular film "Birth of a Nation" that fostered a resurgence of the Ku Klux Klan (USHC 7.3). Advertising spread the mass consumer culture.

It is not essential for students to know

It is not necessary for students to know the names of the famous authors, musicians or artists of the time, except for those listed above. They do not need to know about Marcus Garvey and his Back-to-Africa movement in the Universal Negro Improvement Association. They do not need to remember the names of movie stars such as Al Jolson or Rudolph Valentino.

Assessment guidelines:

Appropriate assessments will require students to **explain** the trends in art, music and literature of the 1920's, particularly of the Harlem Renaissance, and the impact of the radio and movies. Students should

be able to **summarize**, **classify** and **identify examples** of these trends. Students should be able to **interpret** maps, graphs, photographs and political cartoons and **infer** their relationship to information about the time period. Assessments should ask students to **interpret** the significance of these cultural trends and new technologies and **infer** their impact on the development of a more national culture.

DRAFT